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A BIRD SONG.

BY JOSEPHINE POLLARD.
All the birds sing of love,
Sing as they fly;
Making melodies above:
Why shouldn't I?
Some one knows what they say,
Cares for them, too;
Joining in their roundelay:
Why shouldn't you?
Little bird, pure and white,
Fly—you know where!
Though no other join your flight,
Why need you care?
Nestle close to her heart,
Sing, o'er and o'er,
Songs that will a joy impart—
Love's troubadour!

Educational Notes.

PORTLAND has a citizen who has served upon the School Committee over forty years.

In Sweden the proportion of inhabitants who can neither read nor write is one in a thousand. Instruction is obligatory.

AN Italian lady, Rosa Piazza, has just received a diploma from the University of Padua; and is now honored with the title Professor of Pedagogics of the Normal and High Schools in the Kingdom of Italy.

At the last regular meeting of the New York Educational Society, held April 2, Mr. G. B. Hendrickson, Principal of St. John's School, was elected president; and Mr. W. A. Frost, secretary, for the ensuing year. This is a chartered organization, having for its object the promotion of popular education.

The lady member of the Worcester (Mass.) School Board was permitted at the last meeting to choose her seat before the formal drawing; against the will of one of the Board, who said that he had no desire to do an unkind thing and that he should treat the lady with due respect, but thought she should be governed by the rules of the Board the same as any of its members.

The annual report of the schools of Colorado furnishes the following statistics for 1873: With an estimated population of 120,000, the number of scholars between five and twenty-one is 14,417. Of this number there are enrolled 7,332, and an average attendance of 3,937. The number of teachers is 237, and the average salary of the male teachers is \$63 per month, while that of the female teachers is \$51 per month. Colorado has county superintendents, but does not have compulsory attendance.

The experiment of sewing in the Boston Public Schools generally will probably be tried. Since October sewing has been taught to the 1,300 girls in the Winthrop School, and with great success. Two hours each week are devoted to this study. Each class receives separate instruction suited to its advancement, and consequently all grades of work are carried on, from hemming a pocket handkerchief to cutting out and fitting a dress. In teaching cutting the pattern is drawn upon the blackboard and the several measurements are given, and each girl copies them in her drawing book. Each pupil is allowed to work for herself, and as there are some whose parents are unable to furnish the material, several churches have contributed.

At the recent meeting of the Michigan Teachers' Association, Supt. A. B. Curtis, of Michigan, said that in 1873 74 per cent. of Michigan teachers were women, receiving 35 per cent. of all the wages, while 26 per cent. were men, receiving 65 per cent. of the wages. Over a third of rural teachers and no small portion of city teachers are mere boys and girls under twenty, without experience or training, who ought to be studying at school. While numerous institutions are established for the higher education of young men, young women are left too much to private schools, which, being undertaken as a money-making business, are often deficient in apparatus, and

nothing thoroughly done. It is a mistaken idea that persons of limited acquirements are competent to teach children. The primary teachers should possess well-trained intellects, models for unconscious imitation, with a magnetic power to mold the youthful mind. Too many teachers lack special training. It is an anomalous fact that not half of them ever read a book on the subject of teaching; not a fifth ever take an educational journal, and with nine-tenths of them it is not made a profession at all, but a makeshift, taken up without preparation and soon abandoned, the average service of teachers being not over three years. This is especially true of principals while studying for another profession, whose best energies are not given to the business, overstocking the supply, which, being greater than the demand, depresses wages, and drives the best talent from the field.

COMPULSORY EDUCATION IN NEW YORK.

Subjoined we present a *corroboration* report of the speech of Hon. Nathan D. Petty, of Suffolk County, on the act entitled "An act to secure to children the benefits of elementary education," delivered in the Assembly on Tuesday, March 24:

MR. CHAIRMAN.—The expediency and wisdom of passing a law by which parents should be compelled to send their children to school has been agitating the public mind for years. Much has been spoken and more written on this subject, until to-day there seems to be a pressing demand for the passage of the act now under consideration. The question of compulsory education is one, in my judgment, of vital importance, not only to the State of New York, but to the nation at large. I believe that the future growth, prosperity, development and glory of this republic depend on the intelligence of its people. Notwithstanding our land to-day is dotted with colleges, with seminaries, with academies and school-houses of almost every name and description, notwithstanding their doors are open for the enlightenment and instruction of our people, many of our citizens, recreant to the duty they owe to their families, disregarding the solemn obligations resting upon them as parents, yield false to their children, to society and to God, negligently suffer their little ones to grow up to manhood and womanhood uneducated and unenlightened.

Sir, I tell you, and I tell the members of this House, that ignorance prevails to-day in this land to an alarming extent. The per cent. of those who cannot read the population of the State of New York over the age of ten years is 4.83.

The number of voters in the State of New York, according to statistics, is 940,000. It is thus shown that in the State of New York—the Empire State—there are over 40,000 voters living within its borders who cannot read the ballots they cast. And, sir, as has already been stated on the floor of this House, the United States Commissioner of Education informs us in his report of 1872, that over 17 per cent. of the male adults of this country, who are essentially all voters, are illiterate. The number of voters in the United States is estimated to be 7,500,000. We thus see, from the per cent. already named, already given, that there are living to-day, within the United States, over one million of voters who cannot read the ballots placed in their hands.

Every member on the floor of this House knows that ignorance is a fruitful source of crime, corruption and moral degradation. Go with me and examine the records of our courts, our jails, our prisons, our almshouses and our lunatic asylums, and what is the statistical information given by those records? It is that a large majority of the criminals, paupers and lunatics confined in those institutions are illiterate persons; and the taxpayers of this State are compelled to contribute, from year to year, for the support and maintenance of these very institutions.

In 1870 it cost this State, for the support of its 26,153 paupers, \$2,061,785, or nearly one-third as great as the cost of the public school education of her 719,181 pupils.

Every year it costs the people \$1,500,000 more to convict and punish the criminals of the State of New York than it would to educate them.

Every year there is paid from the State treasury, for the support of criminals and paupers, money enough to educate 400,000 pupils.

Statistics further show that, of the male adults, one in seven in the United States, and one in twenty of the male adults in the State of New York cannot read the laws he makes, or the laws for or against which he is expected to cast his vote.

It is a fact that cannot be successfully controverted, that the ignorance existing in our midst is corrupting the morals of many of our people, and is antagonistic to every principle of a free government.

I declare to you, sir, and to this House, that you can view this matter in any light you please: ignorance and its attendant resulting evils are to-day impairing and clogging the growth and development of the State and nation, and is slowly, but surely, sapping the very foundation of this republic.

In the six New England States of our own country, only seven per cent. of the inhabitants above the age of ten years can neither read nor write, yet eighty per cent. of the crime in these States is committed by this small minority. In New York and Pennsylvania an ignorant person commits, on the average, seven times the number of crimes that one who can read and write commits; and in the United States the illiterate person commits ten times the number of crimes that the educated one does. In vindication of this fact, we are not alone confined to our own country for evidence and proof. In France, from 1867 to 1869, one-half the inhabitants could neither read nor write, and this one-half furnished ninety-five per cent. of the persons arrested for crime, and eighty-seven per cent. of those convicted.

MR. CHAIRMAN, if this be so, what should be done? We would pass this act that we have before us. We live in a government where the people have a right, as we say, to make their own laws, and how, I ask, can those laws be made in the interest of good government, how can those laws be made in the interest of society, unless the people who make those laws are educated? Educate the people and the nation is safe; enlighten and instruct the masses and a Republican government will be triumphant. Then, and not till then, can the American people, amid their glory, intelligence and virtue—blessings of education—demonstrate to the nations of this Old World that which never was recorded in history's page, the enduring success of a Republican form of government.

Need I stop at this time and argue further the question whether the ignorance existing in our land to-day is corrupting the morals of many of our people; that it is subversive of every principle of the republic; that it is antagonistic to every principle of liberty? I tell you that it is a fact that is rarely recognized by the people of this State, that ignorance existing in our midst is giving incentives to crime, and is the father and the mother of debauchery, intemperance and moral degradation. Now, if this be true, if it be true that ignorance is existing to such an extent in our land, if it be true that ignorance is corrupting the morals of our people, what is our clear duty as legislators? What should we do, representing the different constituencies in this State, legislating in their behalf and for the interests of the people of the State of New York? Why, sir, it is our duty, if lawful and right, to provide a remedy. It is our duty to remove the cause of this ignorance, and to save the people and the nation from the dangers of crime and vice.

I say if it is right, then it is our duty to pass this bill. I ask the members of this House is it right for us to interfere between parent and child? Is it right to say to the father, or to the mother, or to the guardian, that you shall send these children to school?

MR. CHAIRMAN, if the statements that we have made are true and I don't think they can be denied, that ignorance is existing in our land, that we, as a State and nation are to-day feeling its baneful effects, then I say that it is our clear duty not only to interfere, but it is the duty of the Legislature of the State of New York to so interfere, as to pass this act now under consideration. Every lawyer on the floor of this House knows, on the question of interference, that we compel the taxpayers of the State of New York to support our common schools. We compel the parent to support the child, and we compel the child to support the parent when the parent is unable to do so.

We levy these taxes for the support of these common schools, and I contend that the taxpayers of this State have a right to demand that the children of our citizens should be educated. They pay their money for the education and enlightenment of these children, and their education is the only consideration that they can receive for

the taxes that they pay for educational purposes. Sir, they have a right to demand this as a protection to their life, their property and to their liberty.

If it be true that the stability and perpetuity of government and society depend upon the intelligence and the virtue of the people, why may we not compel parents to educate their children by enacting this law? This government has a right to foster its own vitality and institutions, and society is bound to protect itself whenever the need of such protection shall be shown. The rights of the child are also to be taken into consideration. It has a natural right to demand of the parent the advantages of our schools, and unless conferred, this great State, from the intimate and close relation it bears to its people and the people to its government, should protect the child and itself by compelling its education.

I trust, Mr. Chairman, that this bill will pass. Its provisions are wise, its provisions are just. It is useless for me here to occupy the time and attention of this House by saying that education will give us good laws; that it will give us good government; that it will give us good society; that it will prevent pauperism and crime; and will throw around our liberty and freedom a bulwark as firm and enduring as the foundations of the everlasting hills. That is patent on its face, and every member knows who lives in an educated community that the blessings of education as they relate to society and to government, are the very secrets of their growth, stability and success.

It has been aptly said on the floor of this house here to-night that the opposition formerly manifested to this measure is dying away. I am glad, sir, that I have lived to see the time when the people of the Empire State are waking up to a sense of their duty. We live in a glorious Republic; we live in a land of freedom, and I tell you, Mr. Chairman and gentlemen of this honorable body, that this question goes way down deep to the very foundation stone of our free institutions. Their perpetuity, I believe, rests entirely upon the intelligence of the people. Let the people be ignorant, and corruption and degradation and crime and vice are the necessary consequences of that ignorance. You enlighten and instruct the people, and we have better laws, we have better society, and the consequence is we will have a better government.

Now, sir, you may view this question in any light you please; the members of this House may view it in any light they please; I tell you that it is a question involving the welfare and prosperity of the State and Nation. There is no better protection to be given to this government, there is no better protection to be given to the State, than to educate and enlighten the people, and we all know there is not a community in the State of New York but what has parents living in that community who neglect, and criminally neglect, to educate their children. Those children are placed in their hands, and those parents, as members of society take, as it were, an oath to promote and to protect and defend everything that pertains to the interests of society and their social conduct; and, when those children are given into the hands of those parents, they have a solemn duty to perform to see that they are trained up to be good and worthy men and women, that they may be ornaments to society and to the world.

I declare to you that we all know there are men and women living in the great State of New York—living in this free government where schools and colleges are free, where ignorance is prevailing in our land, and yet, sir, they refuse to send their children there to be educated that they may become good citizens.

I tell you, Mr. Chairman, and I tell the members of this House, that this is a question that vitally affects our social compact. It vitally affects the perpetuity of this government and the endurance of our free institutions; and, sir, having as I do the interests of these free institutions at heart, having the interests of society at heart, and the interests of government at heart, I shall vote for this bill. As I have already said, its provisions are salutary and wise, and if we pass this bill it will be a great blessing, not only to the State of New York but to this Republic. It will give to society a legacy more valuable than riches, more precious than gold, and in the coming years many a son and daughter of this State will rise up and call this legislature blessed, and stand forth crowned with the benefits and salvation of our schools, living witnesses attesting the wisdom and propriety of compulsory education.

THE NEW YORK STATE SUPERINTENDENT.

ALBANY, April 6.—The Republicans of both Houses met in joint caucus in the Assembly Chamber this evening to nominate a candidate of Public Instruction. The first or informal ballot stood as follows:

Jonathan Tenny, of Tioga, 9; Oliver Morehouse, of Orleans, 4; Addison A. Keyes, of Albany, 11; Alf. Johnson, of Rensselaer, 5; Daniel E. Whitmore, of Cortland, 4; Wm. Herring, of New York, 12; Nehemiah P. Stanton, of New York, 6; Samuel McKean, of Albany, 17; Niel Gilmour, of Saratoga, 14.

A formal ballot was then taken with this result:

McKean, 16; Gilmour, 20; Herring, 11; Keyes, 12; Tenny, 5; Stanton, 14; Johnson, 2.

Another ballot resulted as follows: McKean, 15; Gilmour, 23; Herring, 13; Keyes, 11; Stanton, 15; Johnson, 1; H. W. Seymour, 1.

The fourth ballot stood: Gilmour, 29; McKean, 12; Herring, 14; Stanton, 15; Keyes, 9; Johnson, 1.

On motion of Mr. Brewer, the ballot was confined to the five highest, and it stood: Gilmour, 39; Stanton, 23; Herring, 17; McKean, 8; J. Tenney, 10.

The next ballot was confined to the three highest with this result: Gilmour, 43; Stanton, 23; Herring, 15.

On motion of Mr. Lincoln, Mr. Gilmour's nomination was made unanimous.

The Democrats of both Houses met in the Senate Chamber and nominated Abram B. Weaver, the present incumbent, by acclamation.—Associated Press.

SCHOOL-ROOM VENTILATION.

The citation of cases by Dr. Endemann shows the flagrant neglect which must characterize the sanitary regulations of the public schools in New York; and it is not unfair to presume that rigid examinations by experts in schools elsewhere would disclose similarly startling results. Despite the frequent casualties due to imperfect ventilation, our progress in learning that a constant supply of pure, fresh air is necessary to our health and comfort seems to be very slow. It is not necessary that a teacher be sufficiently skilled in the use of chemical appliances to be able to analyze the proportions of oxygen, nitrogen, carbonic-acid, and other gases in the air which his pupils are breathing. It is enough for him to know when there is too much carbonic-acid gas in the room: he may determine this by exposing a little lime-water in an open vessel below the level of the pupils' heads; when the lime-water begins to thicken and look like milk fresh air should be admitted to the room, and a fresh supply of lime-water put into the basin to be ready to give another timely warning. But let him not run into the other extreme, equally disastrous, of introducing too much cold air. Influenza and pneumonia are foes as much to be dreaded as asphyxia. Care and observation will teach in a little time what is proper ventilation. (From April "Home and School," Louisville, Ky.)

THE COST OF KISSING A SCHOOL TEACHER.

An interesting suit for damages has just been tried in the Circuit Court held at Baraboo, Sauk county, Wis. The title of the case was Helen Crager vs. the Chicago and Northwestern Railroad Company. The facts are substantially as follows: The plaintiff, who is a good-looking, interesting young lady, twenty-one years of age, and a school teacher, on the 6th of March, 1873, bought a ticket of the company's ticket agent at Reedsburg for Baraboo, and took a seat in a passenger car attached to a mixed train. When within a few miles of her destination, the plaintiff, being at the time alone with the conductor (the only other passenger and an employee of the company having left the car), was carelessly and kissed by the conductor. There being nothing in the lady's manner to induce such familiarity, the ticket-puncher was soon after the occurrence arrested upon a charge of assault and battery. He pleaded guilty, was fined \$25 by the justice, and discharged by the company. The Court ruled, as a matter of law, that the company was liable for the plaintiff for actual damage occasioned by the wrongful act of the conductor. The case was well argued and submitted to the jury, who returned a verdict for the plaintiff, and assessed her damages at \$1,000.

Tox Populi.

A CHAPTER ON CHARITY.

New York, April 5, 1874.

Mr. Editor—"Charity covers a multitude of sins," are words of wisdom. Every day we find some proof that it must be so, since the various methods in which different people evince what they call charity are so numerous and various.

Yet it need not matter what motive may influence an act so long as the act itself is productive of good. To one interested in the study of human nature these peculiar phases of character afford much food for thought and contemplation, and bring to mind very forcibly the fact that the world is not near so funny as the people in it. One man will contribute his hundreds to charity, knowing that he will receive worldly notice in proportion, and refuse a beggar the price of a cracker; he has no time for such insignificant charity. Another with a thoughtful head and tender conscience seeks in unobtrusive alms-giving to ease his heart, purchase immunity for wrong-doing and at the same time pave his way to the road that leads to heaven. The believer and the infidel have the same end in view in the exercise of that greatest of all virtues. The former because of his faith and hope in the reward of well-doing, the latter from a desire to have a bulwark of strength to rest upon in the day when it might come home to him, that it were better to have believed. When the distress of the poor was greatest, a woman who had seen better days, solicited aid for herself and starving children, from her sunshine friends; all gave freely what they could, one better able than the many to give liberally gave a mere trifle and was asked why she did so, her reply was characteristic, "I never liked her." What a shallow argument for unkindness in such a strain! "Tis said, through the fire of suffering and tribulation the soul becomes purified; I could not but think what a good hot oven it will require to purify such a soul.

Another instance equally wanting in the spirit is the charity peddler, who makes use of the time, talents and money of others in the name of charity, and in due time he has blazoned to all the world. Mrs. Smith's liberal donation (of other people's money) does great credit to her largeness of heart, etc., and Mrs. Smith wins what she so much desires and so little merits—the world's applause for a goodness that nobody vouchers for but herself.

Thank heaven there are some souls incapable of trading upon other people's merits. Some whose greatest joy is in giving, who neither desire nor ask a return; for them shall be written in golden letters at the portals of heaven—"Ye may enter here."

H. R. P., Eleventh Ward.

REMINISCENCES OF A DEBUTANTE.

Never, my readers, until memory shall cease to live, will I forget my experience on that important occasion. I am prompted to this confession by the hope that I may find somewhere among you all at least one sympathetic soul. If any of you on a similar occasion, possessing a share of talent—not extraordinary, yet sufficient to entitle you to at least some claim to notice—may have undergone the same peculiar tortures of mind and body, and have been so favored by the gods as to outlive their memory, accept my kind invitation to attend a rehearsal of the aforesaid horrors. Come, tread with me gently over a labyrinth of past events, and take, not a glimpse, but a long and steady gaze at yourselves as you stood before the foot-lights. Let your imaginative faculties be of service to you. Recall every little detail which added to your discomfort; then, if your tongue is at all able to perform its functions, let me know if you haven't a fierce desire to quit this sphere for one where I never heard to the contrary—you can no longer be troubled by either a stage or an audience? The fact that I live to relate this is one of those mysteries into which I'll not venture to make any deep research. I spent a great deal of time and labor on the part I had to perform; and, owing to a great lack of confidence and a peculiarly unfortunate manner, I was advised by some friends to secure a mock audience in my own room at home, so as to gain the confidence I so sadly lacked. Accordingly, I invited some ladies and gentlemen, and sprinkled among them some boys I knew in the neighborhood, averaging from ten to fourteen years, who patronized the different theatres extensively. I felt that their criticisms would be of valuable service to me. Readers, I had a "full house." The part assigned me was an aria from a favorite opera. I made my appearance from a side room with music in hand, and tried to convince myself that I was about to sing before the audience. I succeeded in this so admirably that I came out before the folks almost tottering. A fierce trembling took possession of my fingers, so as to cause the notes to dance some curious figures before my eyes. I was dimly conscious that it was time to bow, and the attempt I made proved too much for the artistic appreciation of one of the aforesaid theatre-goers, whose opinion of the performance, given in a tone sufficiently audible to reach my sensitive ears, acted as a "crusher," and I mentally resolved at that moment to "give up the ghost." I essayed to sing a few notes, and my own voice terrified me; I failed to recognize its tones. (Another "crusher" from a youthful critic.) I fully expected to be "carried out" before I reached the finale; but I was

denied the pleasure (I). I managed to get through, but failed to elicit anything more than the silent approbation of my audience (the younger portion). My friends, warmly solicitous about me, gave me all the encouragement in their power, and assured me that I should succeed despite all this. I shall never forget their sweet sympathy, which proved of so much assistance to me in the coming conflict. Armed with this, and a fierce determination to succeed in the face of every obstacle, constitutional or otherwise, I reached the goal for which I had so long labored and suffered, successfully. Since this event I've made my third appearance before an audience, and, thanks to Providence, have met with the utmost success. And still more have I to be thankful for the power given me to control that weak sensation which makes one feel as though to be borne upon the stage would be sweetly preferable to the exertion of walking. I can't help thinking how "lovely" everything would have been if I only could have made my second appearance first. At all events, I've attained at last the self-possession which I had so long hoped for, and feared could never be mine, and think I can safely say that I am radically cured of those terrible feelings which characterized my first appearance.

S. (G. S. No. 23.)

A CASE FOR COMMISERATION.

Dear School Journal:

I am in trouble once more, and being only a woman, don't know that I shall ever be out of trouble. I come to you as a man that don't have any, and am of course willing to help them out a little, and yet I don't know after all as you can help me much. But its good to "talk out in meetin'" sometimes. So have patience with me.

In page 50 of Superintendent's report, which my principal has just lent me to read, Mr. H. has these words: "As the by-law directs, the manual has been my guide throughout these examinations. I have generally found it to be in or on the teacher's desk, though in some instances the statement that it had been left at home seemed sufficiently to explain certain obvious imperfections in the teaching of the class." Now he means me. I know it is meant for me. You ought to have seen how he looked at me when I told him my manual was at home. His smiles all left his face, and he grew just real cross, to be perfectly plain about it. Nothing seemed to suit him—my class was marked low, and I went home to have a good two hours' crying spell over it, as though that could do me any good.

It is quite true the manual was not on my desk. I had left it at home, where I had been trying to study it very hard. Of course you know what the manual is. The superintendents got it up among them. My brother calls it a sort of revised statute—my aunt says it is something like the "whole duty of man." A sailor would, I suppose, call it a chart. Anyhow it's something for the teachers to go by; although how we ever got along without it for years and years, I don't see at all. How, for instance, did the superintendents themselves get to know all they do without a manual? Can you answer me this, Mr. Stout? Well, any way they have written this manual. I find no fault with it. Mr. H. is naturally very proud of it. He says he is. But why didn't he add a piece at the end of the book, warning every teacher against having it away from her desk for one minute. Why didn't he say, in some way or other, it would hurt his feelings, if he did not see it on the desk, and that no one could get "Excellent," unless the green book was in plain sight. I spoke to my principal after examination about my poor mark, and told her Mr. H. had asked for the manual. "Served you right," said she, "don't you know better than to be without the manual when a superintendent is round?" That was all the comfort I got from the principal. It was of no use to tell her that my manual was well nigh dog-eared and worn out with my search after the wisdom in its pages—that I searched it more, I am ashamed to say, than the Scriptures or my Prayer Book. I didn't have it on my desk or in it, and, therefore, my class was a failure, and I was a fool.

Mary B, who cannot teach half as well as I can, who comes to me after school for advice how to manage and teach her girls—who keeps me sometimes an hour or more in the fidgets—Mary B, I say, of the same grade with me, just because she had her manual on the desk open when he came in, with marks along the pages—she gets her "Excellent" in physiology, very meanly too, because she borrowed my bones, that were charred, and all the pieces of my skeleton, and never let one of her own bones to show her children, and never burns nor chars them either. This, I suppose, sounds as though I was angry, but I'm not, although you must allow it was very mean of Mary B.

I used to sing, "They're hanging men and women for the wearing of the green." I shall change my song—it ought to be, "They are praising all young women for the using of the green—the manual is bound in green, you know. Next time Mr. H. comes round, not merely one copy shall meet his eye, but two or three. It shall be the first book his eye falls on and the last. If the sight of the manual is what he wants, he shall have it. There's nothing like flogging a man to the top of his bent, even if he is a superintendent. I must have my marks at examination, and I shall be a fool if hereafter I don't profit by the plain language of Mr. H.'s report. All my savings shall for a month or two go for manuals. No more gloves or candy until I have a full supply.

A FIFTEENTH WARD TEACHER.

PEDAGOGUES AND PEANUTS.

Owls Nest, April 4, 1874.

Mr. Editor—After that bad dream of mine I didn't know as you would ever hear from me again. If any one hoped that that nightmare was Saxon's last, he will see by the time he has read this far that he hoped against fate. If any one prayed that Saxon, like hard times, might "come again no more," he will now see either that he lacked faith, or did not pray in the line of Providence. We never know what is before us. I have heard this remark before, and do not claim it as mine. I never felt the full force of this till yesterday, when I thought I saw before me a peanut-stand. It was a peanut-stand. Nothing strange about that. A peanut-stand may be before any New York teacher. The thing that took me all black was that the tall, spare-looking man who stood behind that stand was no other than my old friend Smike, once a fellow-teacher, who went into one of the city schools about the time I had earned money enough in the same line to start the Owl's Nest. That was years ago. From a teacher in the famous New York schools to the tender of a peanut-stand! Shade of Roger Ascham, what a come down! I could not turn away my face and spare the poor fellow's feelings. He had already caught my eye. I supposed I should see a bluish mount to the very roots of his thin, light hair, and hear him stammer out something in a way which would show that he felt how low he had fallen. Not a bit of it. With one hand he swung into its place his oven from which he had just poured a new supply of "fresh roasted," and stretching out the other to me, said in an out-and-out manly voice, "How are you, Saxon? Glad to see you."

Had he been Commodore Vanderbilt asking me to hold his horse he could not have done it better. I prayed a short, quick prayer [if you are in doubt, Mr. Editor, you know how quick it can be done when you are in doubt] that nobody might see me, stretched out my hand, and said as well as I could, "How goes it with you?" [Rather a nice question to put to an ex-schoolmaster with whom it was only going peanuts by the half pint.] "It is some time since we met," said Smike. "I have changed business since then, as you see; but am just as glad to see you all the same."

Simple-hearted Smike. I don't think I ever came into his mind that I might not wish to see, all the same, as a seller of peanuts a man whom I had once hailed as a brother and fellow-soldier in that great army headed by Superintendent Kiddie, tipped off at the outset by the janitor's small boy, and backed by more than a million taxpayers; an army whose leader never need sit down and cry as Great Alcock, the Greek boy, once did when he found himself far, far away from home, and out of a job. [If you don't like this sentence, Mr. Editor, it is because you don't see the beauty of it. It is a literary trait and must be managed.] I think Smike would sell peanuts to the whole Board of Education and see nothing in it to blush at. [It stands for selling peanuts.]

"Yes," said I, coming further out of my shell after running my eye up and down the street, "I see you are in a new business. How does it happen?"

Just then round the corner came our mutual friend Skittles, who was no less surprised than myself to find Smike in the peanut business.

By the way, Skittles is an off-hand fellow, with a heart as good, but perhaps no better than Smike's; but while Smike can take the world only as it ought to be, Skittles has a way of taking the world as it is. Skittles gets on.

With two hearers instead of one, Smike gave us his story, which was as follows: "You want to know how it happened," said Smike, filling up three half-pints with "fresh roasted," all ready for the next school-boy. "Well, impressionable examinations did it, as far as I can see."

"What are they?" said I; "never heard of such a thing as an impressionable examination."

"Saxon," said Skittles, "you are very green, or a big fraud—a humbug, in fact—not to know the name of the sweet arch of Gotham's noblesystem of free schools." [It is easy to take anything from Skittles. He's very much like our Sam. His kind things do good, and his sharp things never wound.] "Go ahead, Smike," said Skittles, "and tell this nice young man what an impressionable examination is. I think he'll find it is the name of his best friend."

[I thought, and thought, and thought, but could not make out his meaning.] So Smike went on—"I was, as I thought, getting along with my class much as usual, when one Monday forenoon my Principal came into my room and asked the boys a few questions having some relation to the different studies they had been at for four months."

"That is, he felt of them," said Skittles, "just as a man would feel of your oven in order to tell what kind of peanuts are in it."

"That is it exactly," said Smike. "Well, about two weeks afterward he had a quiet talk with me, and told me that my class was not doing well. I asked him why he thought so? He said that such was the impression he received when he examined them. I told him that I did not think an impression was to be trusted. 'Well,' said he, 'I examined Brown who is on the same grade with you in just the same way, and his class impressed me very differently.' 'But,' said I, 'I hardly think it is the fair thing to fix my standing as a teacher upon that impression and send it into the Board

of Education.' 'I am sorry you think so,' said he, 'for my report for the six months' examination has already been sent in. This I thought rather bad, so I made one effort to have things set right: 'You say, in substance, that my class stands low and Brown's class high, now I propose that we shall put the two classes together, and give them a careful, definite written examination in everything required in the grade. He shall select one-half of the questions and I the other, which questions must meet with your approval. The results shall be carefully summed up by some one whom we shall both select. If my class does as well as his, my mark already sent to the Board shall be made the same as his, but if I get ninety per cent. of my marks, you may mark me down a poor instead of fair, which you have already given me.'"

"Of course he took up that offer," said Skittles, with a child-like look. "Well, no, he didn't," Smike went on; "he said something about going back on his own marks; but if he meant fair play, I don't see why there need have been any hitch about it, for had his impression turned out right, all the better for him and the worse for me; but had he found that he had made a mistake, it would have been far more to his honor to rectify it than to stick to it. There's nothing lost in the long run by doing justice."

"If you mean the long run on the other side of Jordan, I think you're right," said Skittles; "but if you mean the run on this side of the Hudson, it's an open question."

"I did not stand out long on this," continued Smike, "for I found it was no use. I went to work again, as usual, thinking time would make it all right."

"Excuse my interrupting you," said Skittles, "but it seems to me you thrust upon the shoulders of Time jobs big enough for Eternity."

"Hold up, Skittles, till Smike gets through," said I; "I want to hear the end of this."

"About three weeks after this," Smike went on, "the Superintendent came round. As luck would have it he examined the class in the same way, that is, he felt of it and got an impression. His impression was just like my Principal's impression. Then I was in for it. I might have stood up against one, but when each knocked me down with the other's club it was no use. I found out afterward that in some way the Superintendent, by accident I suppose, had been impressed by the Principal before he came in to be impressed by the class."

"You must be wrong there, Smike," said I. "It is the duty both of the Principal and the Superintendent to know nothing of the other's verdict till each has made up and recorded his own. It would be an odd principle in law to put upon a jury a man whose mind is already biased. If a Superintendent is to take a Principal's verdict for his guide, I don't see the use in having so many superintendents, whose business I have supposed it to be to fix by a fair trial each teacher's standing for the year. If their verdict is not free from all bias we might as well put the work entirely into the hands of the Principals. No, no, Smike, you must be wrong there."

"Now, Saxon, you hold up," said Skittles. "I want to hear the end of this. Go on, Smike. Never mind Saxon; he's always wordy."

"Well," continued Smike, "it was not long before I was invited to a little party of two, including myself, and asked to show cause why in the two examinations spoken of my class had shown no lower mark. I gave several reasons for my better mark. I thought them very good reasons, but the other gentleman couldn't see it. I thought that very strange when I could see it so plain myself."

"You 'argued' the case, did you?" said Skittles.

"Yes," said Smike; "we 'argued' the case, and the more we argued the more we didn't agree. I contended that my class would at that moment show as good results as Brown's, and I made the gentleman the same offer I had made my Principal—that is, to put my class against Brown's and run the risk of getting disgraced."

"Of course he took up with the offer," said Skittles, with that same child-like look.

"Or did he, too, say something about going back on a record already made?"

"Well, no; he did neither," said Smike. "For some reason we could come to no understanding about the matter, and so we parted to meet again only after I had had two more impressionable examinations. These lifted me quite out of my boots and planted me on this corner where you now see me."

"But," said I, "suppose you had had a fair, definite, written examination every time, would you have come out any better?"

"Saxon," said Smike; "I never thought myself an AI teacher; and about that time the whole top of our school having shot up too fast was very shaky, but if Brown and I had been examined as I proposed, either I should have been with him in school or one more man would have been selling peanuts. For my own satisfaction I took the pains to find out how Brown's kindness and manhood just how our class stood relatively. The result is in black and white, and shows that from some cause relative justice was not done me. It is not that I am out that I complain, but that I am out by such a process. Besides, it is rather lonesome to go out in this way when I might have had so much company. But time will put things all right."

"There you are overloading Old Time again," said Skittles.

"Then let Old Eternity have the job, if that suits you any better," said Smike.

"Now, Smike," said Skittles, "as long as we have to live in Gotham, where rent is high, clothes dear and butter fifty cents a

pound, and not always bald-headed at that, I think it is just as well to give Old Time a little help till we go over into kingdom come, where we shall need none of these high-priced articles, and where we can get into the grandest of operas without a green-back."

"I'm not going to quarrel with you, Skittles, but I have an impression that eternity just stretches right down here to my peanut stand," said Smike, making his speech more pointed by his long forefinger.

"Impressions are not to be trusted," said Skittles. "You may be right. It may be that it takes in Gotham's famous schools. But that is a great moral question, Smike. Come, Saxon, it's time to go. There's a whole flock of customers for you, Smike," he went on, as a dozen school-boys showed themselves. "By the way, I have a little matter of business to talk over with you, and will call round after school."

We had just turned the first corner which took us out of sight of Smike, when we came upon another flock of boys on their way to school. Skittles stopped them.

"Do you like peanuts, boys?" said Skittles.

"Yes, sir," "You bet," "Bully," and like expressions came from their open throats.

"Then, if you'll buy of that man round the corner, I'll treat you to a pint apiece all round."

"Agreed! agreed!"

"Here's a dollar. Now, where's the boy that will do the fair thing?"

"Give it to Johnny Stubbs; he's square as a brick." "Yes, mister, give it to Johnny Stubbs; he'll see fair play."

"Here, Johnny Stubbs," said Skittles, as the sturdy little urchin came forward and took the money. "You ought to be as proud of this distinction of your fellow-pupils as a School Trustee when he is made the happy recipient of \$10 worth of Nature's choicest treasures in the form of a basket of flowers on reception day. Johnny Stubbs, an honest man is the noblest work of the All-creating Power."

Johnny could count one on the green-back, and think at once of the number of pints it would buy, but the speech that went with it swamped him.

If some teacher was not sick of the sight of peanuts for that day, it was not the fault of Skittles.

As soon as we were again on our way, I asked Skittles what he meant by an impressionable examination being my best friend? He said it was only a joke, but I can't see the point of it. Personally, I am in favor of the impressionable examination. I think more can be done with it than with the other kind. I was talking to Miss Eglantine about it only the other day, and she thinks there's nothing like it. "My class is always examined in that way," said she, "and is always marked 'Excellent.'"

I find that Smike has some notions of his own about examinations; and as he has plenty of time for it now, since he has gone into the peanut business, I must get him to write them out. Yes, yes; that's just the thing. I'll pay him for his manuscript, and then sell it at a very slight advance to the editor of the SCHOOL JOURNAL.

Mr. Editor, if some of my sentences seem a little queer to your printer, pray tell him not to tinker them; they are jokes. By the way, I think he did not do so well as my last letter as usual. Now, "Dan D. Lion" can better afford to have blunders made in the printing than I can. So next time you'll give my letter to an old hand, and "Dan's" to the apprentice. I shall be much obliged to you.

Yours, JOHN W. SAXON.

POISONED CANDY vs. SAVINGS BANKS.

To the Editor of the School Journal:

Sm—I am a teacher in one of the Grammar Schools of this city, and having been engaged in teaching for more than a quarter of a century, anything that relates to Education of course interests me very much indeed. Consequently I have noticed with regret some of the evils which have lately attracted the attention of the public.

One of them is, I see, the facility offered to children for buying bad candy and stale cakes, and making themselves sick. Though any kind of candy may be very injurious to health as a general thing, still I do not think that the very small quantity of candy which a child can buy for a penny can do much harm. Suppose the old woman who is trying to eke out a miserable living by selling for a few pence of the poisonous compounds as Mr. Lessor calls it, is kept out of the way of public schools, are there not numbers of candy stores in all the streets along which children have to pass on their way to school where they can go in and buy exactly the same kind of stuff?

Mr. Lessor is certainly a very wise man to propose that a poor child who has a penny to spend (and such a pleasure it is to a child to do so) should deposit it in a bank so as to find himself rich some day or other. Perhaps Mr. Lessor got rich by scraping pennies after penny, meanwhile depriving himself of every kind of enjoyment; he never should have any pleasure? As I suppose a father or mother gives his or her child a penny to spend as he likes, must the child be made a miser by being forced to put it in a bank and have the interests accumulate? Again, why should the poor old woman who is trying to make a living by selling cake and candy be called a compère? Does she really sell such a large quantity of the unwholesome trash for a penny to make so unwholesome? And suppose she should be admitted within the doors of a public school building, but be left to freeze in the street for the sake of keeping body and

soul together by selling for a few pennies of her poor goods, who has a right to deprive her of her trade as long as she carries it on honestly? Can she not establish herself, as many others, in the street and carry on her miserable little business there.

Now as I do not wish children to be injured, and much less poisoned, this is what I propose:

1st. That the old woman should be told not to sell anything to the children but very plain candy, such as lemon and cream candy, and very plain cake, such as ginger snaps, etc., else that she will not be allowed in the vicinity of the public schools.

2d. Let mothers provide their children with a good luncheon to take to school, and let them not give them any money at all, so that the poor old woman, finding that she cannot sell her candy, will take herself away of her own accord, and the children will not be tempted any more.

The evil of having public schools surrounded by dens of immorality, from the windows of which the children can see the most shocking, revolting sights, is much more serious than eating bad candy, the poisoning of the soul being so much more serious than the poisoning of the body; and I should think that parents would leave no stone unturned until they have uprooted that evil; I should think that, before calling a poor old woman a vampire for selling unwholesome candy, they would try to remove out of the sight of their maidens and their youths the hundreds of vampires who suck the blood of morality of their sons and their daughters.

A FRIEND OF CHILDREN, AND OF POOR OLD WOMEN.

Our Book Table.

NATIONAL EDUCATIONAL ASSOCIATION PROCEEDINGS FOR 1873. Published by the Association—price, \$1.50. S. H. White, Peoria, Ill.

We are sorry to see by the circular sent with this book that the purchases have not met its expense. We therefore give the address and price at which it may be procured, hoping that our subscribers will do their share to relieve themselves of this *opprobrium*. The meetings of teachers—the writer has attended many—bring out, with no little nonsense and sometimes some little flitting, some of the very best thought and the very best work of the thinkers among the teachers. At one of these meetings the writer heard from a teacher whose bad delivery failed to secure any present attention, and whose oddities of manner must have made any success in teaching a triumph of the man over his externals, a masterful analysis of the advantages of book-teaching (teaching and fact or objective learning, and the *occasional* reads, perhaps writes things that seem more echoes of essays. The State or National Anniversary is often an apparent failure, except for the mere creation of united feeling—but is rarely a failure in giving new ideas and a broader basis of thought. This last advantage is within the reach of everybody through the press. Few can afford the journey and the week of attendance; most can afford the \$1.50 or \$2.00 which gives the result of study which smells of the lamp for study by the lamp.

The book at the head of this review is exceptionally good. There is a careful statement of the case of the "Japanese Indemnity" by Edward Shippen, whose lameness has not hindered his being the foremost friend of schools in Pennsylvania. Dr. McCosh, who has dug up the drier of the theological schools from the sands of New Jersey and breathed into it the breath of power, not only discusses upper schools, not quite to our liking, but gives a clear and succinct story of the *Gymnasiums and Real Schulen* of Germany both in their statistics and in their philosophy, and contrasts them as nearly as possible with our own schools.

Richard Edwards, of Illinois, gives a strong argument for the extension of the Public School system to every branch of education, including those generally conceded to belong to the university alone. Mr. Atherton, of Rutgers, points out that education must be made national and ignorance sectional. Charles W. Elliott, of Harvard, thinks a national university wrong, and convinces us it, not he, is right. Mr. Gibbs tells of education in Florida, and Edward S. Joyner defends lustily the study of language and the classics. W. P. Atkinson, of Boston, presents an elegant essay on the higher education, worth most careful study.

We must pass over the rest with mere mention. Richard Edwards, of Illinois, on the Duties and Dangers of Normal Schools; John W. Dickinson, of Massachusetts, on Elementary and Scientific Knowledge; J. C. Greenwood on the Massachusetts Normal School; Miss D. A. Lathrop, of Ohio, on its Training School; Mr. Beckham, of this State, on the Relative Use to the Teachers of Learning and Sys-

tem in their Work; George S. Farnsworth and Dr. Edwin Leigh, of New York, on Elementary Reading; Henry F. Harrington, of Massachusetts, who puts forward an earnest plea for the spiritual side of the child; John W. Dickinson, of Massachusetts, who tells what the Kindergarten is; A. J. Rickoff, of Ohio, who talks sense both about school hours and school houses; J. H. Binford, of Virginia, whose paper on School Boards has more than a local application; W. G. Elliot, of Missouri, who tells of the progress and needs of the higher education west of the Mississippi; and Wm. M. Bryant on Leigh's Method of Teaching Reading. These are the formal papers, but the discussions are fully as interesting as the papers themselves.

We have little room for quotation, and the detaching of sentences is always unfair. Almost at random we quote from

Dr. Reed, of Missouri—"I have no sympathy with the idea that you are to divide education—making one part for the poor and another for the rich. I would make it all by a public system, free as the air we breathe—the common inheritance and birthright of the American citizen. But the simple fact is you cannot divide it—the lower will not exist without the higher."

G. W. Atherton—"They (the agricultural colleges) are colleges founded under the act of Congress for the purpose of bringing a good scientific and liberal education within reach of the graduates of the public schools. They are designed * * * to teach such branches of learning as are related to agriculture and the mechanic arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." The name "Agricultural College" is therefore misleading, though it is convenient and in popular use. But every one must see at a glance that the question of the usefulness of these institutions has very little if anything to do with the question how many of their graduates become farmers."

Dr. McCosh—"We want schools such that there shall be no poor boy in the country who shall not have within a few miles of him such a school as will enable him to go on to the highest place."

J. P. Wickersham, Pa.—"It is said that the system on which our common schools are based, is a police arrangement to prevent crime, and so the common school is justified. That is but part of the purpose * * * Any reasoning that justifies common schools in the high schools. Common schools increase a nation's wealth; so do high schools as well. Common schools are needed to make good citizens; is not that the object of the high schools, and colleges? There is no danger that the State is doing good will collide with others in doing good."

Mr. Brown, of La.—"We pay all teachers alike in primary and secondary departments. Louisiana white people are entering into the common school feeling faster than they are in any other State. I believe I love Louisiana, and feel as much Southern as anybody down there. There are colored and white children in the same school in New Orleans. This school has a staff of twelve teachers, all white. It is the best school in Louisiana, and the pride of the board. We have not forced colored children into white schools. The laws forbid, but Gen. Beauregard says they must be mixed. What can I, a colored teacher, do but mix them? A majority of our 408 teachers are white. They are at my office forty or fifty at a time, and pay all deference any officer can expect. There is no jar."

And for our last quotation we put Superintendent Harrington's statement of the problem of religious education.

"The ultimate of his (the child's) education may be the fullest possible culture and development of his powers. And this ultimate has an immense following in our own land, made up of three distinct and in part antagonistic elements; first, those whose idea of education, as a conservative force in the republic is limited to intellectual development; second, those who believe far more than this, but in view of sectarian jealousies are willing to compromise by drawing a sharp distinction between religious and secular instruction, and limiting the public schools to the latter; third, those who hate everything which can be classed under the head of religion and would therefore exile any training of the spiritual nature from the public schools."

The first treaty ever signed in both the Russian and English languages was signed at St. Petersburg recently, this being a declaration giving American manufacturers the protection of trade marks in that country.

THE RELATIONS OF THE CITY COLLEGE TO THE CITY FINANCES.

Kedian Brothers did some work for the College of the City of New York and their bill was properly audited by the Executive Committee; but under the present financial regime they had difficulty in getting their money, and had to apply to the courts asking a *mandamus* against the President of the Board of Education, the Mayor as Comptroller and the County Auditor.

The motion which was argued by Mr. James W. Gerard for the relators, and by Mr. E. DeLafeld Smith for the respondents, turned mainly on the question whether the college was a independent corporation, having the right to dispose of its own money for its own proper purposes, or whether, the Finance Department was to impose the same yoke on it that has been imposed on all the City Departments, subject to an examination and review by the Finance Department of the propriety of each act looking to the expenditure of money.

Chief Justice Davis, in the following opinion maintains broadly the independence of the College:

IN SUPREME COURT, SPECIAL TERM CHAMBERS.

Motion for *mandamus*.
J. W. Gerard for the relators.
E. DeLafeld Smith for respondents.

Davis, J.
The motion for *mandamus* should be granted. By the act of March 30, 1866, entitled "An act to erect the Free Academy of the City of New York into a college," the College of the City of New York became a duly created corporation, with all the powers and privileges of a college under and pursuant to the revised statutes of this State.

The members of the Board of Education are members of the trustees of said College, and are clothed with the powers conferred on, and are subject to the duties required of the trustees of colleges by the revised statutes. The college with all its powers and privileges, exists unaffected by the subsequent legislation touching the city government.

By the act of April 17, 1866, as amended by the act of May 1, 1872, the trustees of the college are annually required to report to the Board of Supervisors of the county of New York such sum not exceeding one hundred and fifty thousand dollars as they may require for the purposes specified in said act, and the Board are authorized and directed to collect such sum of money by tax, to be in addition to the sums required for the purposes of common schools in the city of New York. In April, 1873, on the report of the trustees, the Board of Supervisors ordered \$150,000 to be raised for the College for the purposes specified in said several acts, which amount was collected and deposited in the city treasury.

The relators rendered the services in respect to the college buildings, and furnished the articles for the College, as set forth in their bills, between the 1st of January and the 1st of September, 1873, and no point is made but that the bills have been duly audited and approved by the Executive Committee of the Trustees of the College.

The Executive Committee is authorized to be created by the sixth section of the Act of May 7th, 1847, authorizing the creation of a Free Academy, the provisions of which importing the college.

There can be, it seems to me, no doubt that the sum thus raised for the uses and purposes of the College, is neither "city" nor county money, but a distinct and independent fund devoted to the support and maintenance of that institution, which cannot rightfully be diverted to any other use.

The Act of 1847 (sec. 4) provides that all moneys required to be raised by virtue of that act, on being raised should be "deposited for the safe keeping thereof in such place in the said city as may be designated by the Board of Education," and that the said Board of Education, "and should be drawn out only by draft of the President of said board, countersigned by the clerk and payable to the order of the person or persons entitled to receive such money. This provision was in itself a clear declaration of the intent of the Legislature, to set apart the special and limited moneys named to the special and limited use of the institution then known as the Free Academy, and so far as the same is applicable to the college it is preserved by the third section of the Act of Incorporation (Laws of 1866).

The specific fund provided for by law has been raised and paid into the Treasury of the City, persons whose right to payment out of that fund has been ascertained in the manner pointed out by law are entitled to enforce such rights by the writ of *mandamus*, because there is no other appropriate remedy to reach the particular fund. The city or county cannot be sued by the relators. All that the law enjoined upon them has been done by appropriating, raising and collecting the sum required, and no writ, if maintainable against the City or the College, would go any further than to establish the right and justice of the claim itself as a general indebtedness, without affecting the question of the fund out of which the judgment should be paid. But in this case there is no need of a writ against the College.

The debt is not only not disputed, but it has been ascertained and audited by the corporation, acting by its proper committee, so that it has become clearly payable out of the moneys raised and set apart to meet such demands.

The People vs. rel. Fiedler vs. Head, 24 N. Y., 114, seems to be strongly in point. The only difficulty in the case is in determining to whom the *mandamus* should be directed, where the fund is in deposit in the city treasury. The amended charter of 1873 embarrases this question by its general provisions that the Chamberlain shall pay all warrants drawn on the treasury by the Comptroller and countersigned by the Mayor, and no moneys shall be paid out of the Treasury except on the warrant of the Comptroller so countersigned. "No such warrant shall be signed by the Comptroller or countersigned by the Mayor, except upon vouchers that the Mayor, except upon vouchers for the expenditure of the moneys named therein, examined and allowed by the Auditor, approved by the Comptroller

and filed in the Department of Finance, except in the case of judgments, in which case a transcript thereof shall be filed, nor except such warrant shall be authorized by law or ordinance, and shall refer to the law or ordinance and to the appropriation under and from which it is drawn."

The safeguards here provided are too general in their character; that it is difficult to hold that they are not applicable to all payments of money that are to be drawn for any purpose out of the Treasury, no matter how specifically appropriated to a designated object the money may be. It is safe not to seek for any exception to the general rule.

When, therefore, the fund devoted to the College is shown to be deposited in the treasury of the city, the mode of reaching it provided by former laws must be held to be modified by these general provisions of the charter in relation to all moneys.

It is also the duty of the Court so to modify and apply the remedy that it shall be effectual to accomplish the ends of justice. In this case the relator prays for a *mandamus* directing the respondent, Nelson, President of the Board of Trustees, to draw the amount of the bills audited in favor of the relators, and directing the respondent Earle to audit the said bills and draft, and the respondent Green, as Comptroller, to draw his warrant, etc.

The refusal of the Comptroller to draw his warrant might have been based upon the absence of proper auditing by the Auditor, and in that case would perhaps be an answer to this application, but the question presented by the counsel for the respondents invoke no formalities of procedure. They raise only the broader general questions as to the rights and powers of the college, and the right of the relators to invoke the writ of *mandamus* in the case.

I think, therefore, a peremptory writ should be granted against the respondent Nelson, as President, etc., and against the Auditor, and that the relators should be at liberty if after the draft of the President of the Board of Trustees has been drawn and presented with the accounts, &c., and audited by the Auditor, the Comptroller, on presentation thereof, shall refuse his warrant to apply on the footing of those proceedings and proper proof of such presentation and refusal for a writ to be issued to said Comptroller.

Ordered accordingly.

THE BROOKLYN PUBLIC SCHOOLS.

At the meeting of the Brooklyn Board of Education on Tuesday last, Superintendent Fields submitted his annual report for 1873. There were 34 grammar, 11 primary, 4 colored and 6 asylum schools, taught by nearly 1,000 teachers, under the control of the Board of Education during 1873. More than 130 classes had numbers largely excessive of the seating capacity of the rooms. More than 30 young girls have each from 120 to 180 pupils committed solely to their charge. Forty-one classes are crowded into dark and damp basements. The Superintendent thinks that most of the teachers begin the work while too young. The average age of junior teachers on appointment is less than eighteen years. On the subject of mixed classes, the Superintendent makes the following important statement: "Experience of its evils compels me to dissent from the policy of admitting the sexes in classes, which has been permitted in so many of our schools. It had its origin in a sentimental prejudice, which required but little practical experience to refute all the specious arguments in its favor. So far has this unwise and mischievous sentimentality been carried by it devotes that classes composed of boys and young men from sixteen to twenty years of age have not been not only permitted but encouraged to sit at the same desk with young ladies of the same age. There are many classes in which the seats of the sexes are adjacent. The advocates of mixed classes, in which the sexes were seated together, had one stereotyped claim for its superiority. To bring the boys and girls together would, they affirmed, refine the rudeness and teach it to respect the gentler one and make it more amenable to discipline. They forgot that in the process of refining the one they might possibly degrade the other; that as in the physical world there can be no blending of the superior material with an inferior, except at the expense of quality on the part of the higher, so in the moral, if not the intellectual world, the contact of the course, rude, perhaps even vicious boys of our schools with girls whose purity has been guarded with sleepless care, must tend, not to their elevation—possibly to their degradation. A vicious youth whose mind is precociously matured with the evils of a metropolitan city, and thoroughly educated in all its mysteries of vice is not a rare personage in our public schools. It is a sad truth that he is a frequent one. Such a boy or such a young man, may be the child of respectable parents, who require his attendance there; and if the offspring of the most vicious parents, he cannot be rejected. Yet he is permitted to sit by the side of pure and gently-trained girls, whose guardians would with less pain commit her to the grave than permit her to be contaminated by the foul teaching of the youthful debauchee. There are sixty classes of pupils, whose average age is greater than fourteen years, in which the young girls are compelled at some portion of the school-day to sit adjacent to, or in the same seat with boys and young men of whose antecedents, or of whose moral character the teacher can know nothing, or may know much that is degrading. There are long intervals of each day in which the surveillance of the teacher is necessarily withdrawn from the class; there are entire days in which her absence is supplied by one of their own number, during which the intercourse of the sexes is as free and unrestrained as if it were a festival instead of a school. That the evils are not wholly imaginary, and facts in my possession

are testimony which I cannot repudiate."

In reference to normal schools the report says: "Every State of our Union which has established public schools as a part of its civil polity, has made provision for the education of the persons who were to be instructed with their care by special schools for training. In every considerable town and city in the State of New York, with the sole exception of Brooklyn, the citizens have deemed the establishment of the normal school of the first necessity. The public funds are already devoted largely to the maintenance of supplementary classes, which are attended almost solely by pupils preparing for positions as teachers. It is less economy than parsimony to refuse the small modicum of funds necessary to complete what has been begun at such cost."

SPIRIT OF EDUCATIONAL MONTH-LIES.

The truth about Phonics is briefly stated in the *National Journal* (Ohio): "There is some good in Phonetics. They are not only useful, they are essential in the education of every person. But this is not saying they are all or even a continuous part of an education. Drills in phonics are useful, but they are not essential in every reading class. There are two classes of persons to whom phonics are essential, namely: First, to children learning their alphabet; second, to teachers teaching or superintending the teaching of the alphabet."

That the alphabet should be taught by some phonetic method will not be denied by any well informed person. Nor can it be denied that the reason why the alphabet is not taught by some phonetic method is, the teachers themselves do not understand the phonics of the alphabet. It follows, then, that all common-school teachers should be thoroughly and practically drilled in the phonics of the alphabet. This work should go on in every teacher's Institute and Normal School.

But where are phonics mostly indulged in? Generally in some elocution class, conducted by some fancy elocutionist—as if every person in the class were to pass directly from under his instruction to a regular engagement upon some theatrical stage. Or perhaps in our public schools, where they are taught in addition to ad nauseam reading, because the superintendent has got a notion somewhere that phonics are a good thing, and must therefore be introduced. "There would be some mitigation of this public-school nonsense if in the lower grades the phonics were put to their only real use, and made to help the a-b-c-d-arians learn to read. But no, the a-b-c-d-arians not only have to learn to read, but they are compelled to learn the phonics in addition, as a separate and distinct drill from learning the alphabet. Such amazing stupidity, such criminal waste of time and materials, would be perfectly appalling were it not so common in public schools."

The *Scientific American* asks: "Why should not a child be taught to write and draw with both hands? The very natural echo is, 'Why?' The human body can be educated to do almost anything. Men have written with their toes and done all sorts of wonderful things with their teeth, and yet since the creation of man that intelligent animal seems to have regarded the left hand as a sort of a tender to the right. In fact the left hand is the laziest member of the human body. When the right is scribbling away for bare life, the left looks on placidly, keeps down the paper with its fingers, and shows its rings. In truth the only things in which it seems to excel, except when occasionally helping its big brother in an indifferent sort of way, consist in hitting from the shoulder in a prize-fight, and in using a fork to advantage. The left hand is always too pretty to do any work. Ladies show off its lines of beauty while delicately resting their lovely chins upon its fingers. Let a poor fellow have his right hand shot away, and then just see what the left can do. In a wonderfully short space of time it can button a coat, write a letter, and do things which, in its palmy days, it never dreamt of. By all means educate the left hand, and if it will not work make it. There is nothing in the world to hinder a man writing two letters at once, like Hilarion in 'Queen Elizabeth,' and keeping up an animated conversation with his unruly member at the same time. The left hand was given to man to do its business of life, just as much as its twin brother in boots. At present it is a kind of a loafer, doing the gentle pressure business in love affairs, and having all the fun. We are down on left hands, and strongly recommend that they be put to school."

SUNSHINE AND SLEEP.—Sleepless persons should batten the sun. The very worst soporific is laudanum, and the very best, sunshine. Therefore it is very plain that poor sleepers should pass as many hours as possible in the sunshine, and as few as possible in the shade. Many women are martyrs, and yet they do not know it. They shut the sunshining out of their houses and their hearts, they wear veils, they carry parasols, they do all possible to keep off the most potent influence which is intended to give them strength and beauty and cheerfulness. Is it not time to change all this, and so get color and roses in our pale cheeks, strength in our weak backs, and courage in our timid souls? The women of America are pale and delicate, and with the aid of sunlight they may be blooming and strong.—*Home and Hall*.

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New York School Journal,

Office, 23 Park Row.

GEORGE H. STOUT, Editor.

NEW YORK, APRIL 11, 1874.

TO SUBSCRIBERS AND EXCHANGES.

Hereafter we shall have no chiding rates
with other periodicals.

By request of the Postmaster of New York,
we hereby give notice that we prepay postage
on all papers sent by us to subscribers, ad-
vertisers and exchanges.

KING LOG OR KING STORK.

The following act has already passed the
Senate of this State. Perhaps before this
reaches our readers it will have become
law. It makes a good text, and we pro-
pose to sermonize on it:

AN ACT to unify the supervision of the
schools of the State of New York.

The People of the State of New York, re-
presented in Senate and Assembly, do enact as
follows:

SECTION 1. The appointment of the Super-
intendent of Public Instruction shall here-
after be vested in the Board of Regents of
the University of the State of New York,
and the term of office of said Superintendent
shall hereafter be six years, subject to
removal by said Board of Regents for cause,
after hearing; and said Superintendent shall
be vested with all the powers and shall
perform all the duties and be subject to all
the responsibilities now conferred or im-
posed by law upon said Superintendent of
Public Instruction. The first appointment of
Superintendent of Public Instruction under
this act by said Board of Regents shall be
made on the first Tuesday of April in
the present year, or on such day thereafter
as said Regents may designate not later than
the first Tuesday of June next, and the
present incumbent shall continue to exer-
cise the functions of said office until such
appointment shall be made as aforesaid.
The term of office of said Superintendent
as fixed by this act shall date from the first
appointment under this act.

Sec. 2. The Regents of the University
shall, before the first day of January next,
classify by lot the members of the said
board appointed by the Legislature into six
classes, one of four, and eight others of
three members each, who shall hold office
respectively for the term of one, two, three,
four, five and six years from the first Tues-
day of February next, and until others shall
be appointed in their places; and such mem-
bers of the said board shall hereafter be ap-
pointed for the term of six years by the
Governor, by and with the advice and con-
sent of the Senate, in the manner provided
by law, and all the vacancies in their num-
ber shall be filled in an analogous manner to
the same manner.

Sec. 3. All acts or parts of acts repug-
nant to or inconsistent with this act are
hereby repealed.

Sec. 4. This act shall take effect im-
mediately.

The main argument presented in favor of
the original bill, for which this is on the
whole a better substitute, is that it with-
draws the schools from "politics." What
is meant is, that the direction of the schools
should be withdrawn from that class of
men who have grown up since 1837, who
devote themselves to securing their own
ends by false pretences and lying propa-
ganda, and given to men who will, however
mistaken, seek first the public good and at
worst subordinate their own gain to that ob-
ject. Take the superintendence of the great-
est and highest interest of the country, the
education of its future citizens, from a man
who has obtained it, or may obtain it, by
the low arts of the lower order of politi-
cians, and place the selection in a body of
men who, however weak, are high-toned
and above such influences. If we could
state the argument in favor of this more
strongly we would, for it is a clear, strong,
true thought. The interests of public edu-
cation seem to us the first interests of the
country. War, inflation, centralization, all
the temporary phases of politics seem to us
passing and ephemeral as compared with
the permanent, forecasting matter of how
shall those be trained who will, in a few
years, have to correct our errors or make
them irretrievable, except through such
blood and suffering as this generation has
seen.

Why not, then, wholly approve this bill?
With some hesitation we answer, because
King Log is somewhat better than King
Stork. It is a regrettable fact that the
Academy system is necessarily and ir-
retrievably opposed to the Public School
system. It is a most excellent substitute
for the latter where circumstances forbid
the full extension of the Public School,
and rejoicing in any means of education,
the noble work done by the academies and
colleges can have no words but those of
praise in these columns. Not because there
are not noble men in the academies and

colleges, because their work is not ex-
cellent, because a body whose whole
training, education and prejudices lie on the
side of those whose interests are opposed
to the extension of the Public School sys-
tem do object to conferring on the
Board of Regents the appointment of that
State officer whose work must mainly re-
late to the Public Schools. Rather would
we have over them an officer whose "poli-
tical" antecedents and tenure render him
of little weight either for good or evil, than
a man appointed because of his decided
views and high character, who would
exercise honestly that weight against the
system which, we believe, is the hope of
our state and nation.

While the above was being put in type,
Abraham B. Weaver, who has for several
years filled with general satisfaction the
position of State Superintendent, was de-
feated by a strict party vote, and Neil
Gilmour of Saratoga, elected by the same
strict party vote. It will be noticed that
we agree with those who detect the making
of such a important office a partisan mat-
ter, and his present action of the Legis-
lature adds to the strength of their argu-
ment. Mr. Weaver knew his work and
had acquired that most difficult of all
knowledge—when wisely to do nothing.
Of the new man we know little. How he
got a party vote is told by an extract from
the Associated Press reports printed else-
where.

THE CRAMMING DIFFICULTY.

It is very pleasant to have problems
which have troubled the best thinkers in
the special science of education and the
broader science of sociology, disposed of
off-hand by such sentences as these,
which we take from the New York Times:
"The world has concluded that it will
no longer accept scholarship as a thing of
value, and has plainly given its verdict for
science. *Vox populi vox Dei.* The public
is never wrong in such conclusions. * * *
As a judgment against ancient languages,
it is correct; but it is not a following out
of the scientific conclusions regarding the
capacity of the brain. * * * What is
wanted is a comprehensive grading of the
course."

Of course that settles the whole matter,
and the Times' writer's flippant condemna-
tion of men whom we believed, from our
knowledge of them and their work, to be
earnest and honest servants of the system
of public education, fixes their status,
though he is not only ignorant of what
they did but of their names. "Again, again,"
said a learned father, "it is quite
safe to do that now—at the expense of Mill;
and to us—supposing that we understood a
little of both—his words come as a revela-
tion. He knows. Others see that there are
in them depths of thought, where each met
the infinite mystery, and painfully follow
the path they made to that verge.

But however extraordinary the inter-
viewer, he has seen Professor Hunter, and,
so far as he follows him, is safe. There is
a serious difficulty found, not only in our
Normal College, but in our Female Gram-
mar Schools, in Vassar College, and even in
the boys' schools and colleges. It is two-
fold. The effort to crowd as much as pos-
sible into the mind in the shortest space—
in other words, to "cram"—and the effort
of the boys and girls to digest this over-
plus of mental food, results too often in
mental indigestion, still more often in phys-
ical dyspepsia with all its attendant evils.
The first is common to boys and girls; the
second, owing to the greater influence of
the physical appetites on boys, falls almost
solely on the girls. Ambition and emula-
tion are to them, especially about the age
of puberty, far more powerful than with
boys. Just then mental stimuli can affect
them much more than boys. Just then
overwork of body or mind is more lastingly
injurious. There is a point where reaction
ceases both in mechanics and psychology,
and that point, between the ages of 12 and
20, is quicker reached with girls than with
boys. A system therefore of "cramming"—
that is, of making them do the utmost
in the shortest possible time, falls heavier on
the girl than the boy, because the stimulus
acts more strongly on her than him, and
with her then weaker physique, more ex-
haustingly.

But cramming is, aside from its physio-
logical effects, injurious. Neither mind nor
body can too quickly assimilate food. An
agricultural friend once told us of his ex-
periments. He enriched very heavily a
single row of his corn-field. The corn
came up beautifully, grew up in high
stalks of the darkest green, the ears swelled,
looked splendid, but the grains of corn on
them had turned to useless "flowering,"
and the weeds had also flourished and had

gone to seed. The unmanured crop was
much less showy but more profitable. His
conclusion was not against guano but
against too much of it at once. Applying
the illustration, "cramming" is far more
likely to produce the useless sentimentality,
which is worthless and even offensive,
while the same instruction spread over
proper time produces hearty, useful and
superior men and women.

The Normal College is in this peculiar
position. It was founded and is defended,
not like the College of the City of New
York, with the chief purpose of giving a
higher education, but with the purpose of
fitting teachers for the Public Schools. This
false foundation has led to other errors.
The course was originally made as short as
possible, partly to save expense, more to
turn out as soon as possible a class of
teachers, and then to turn out very rapidly
as large classes as possible for school work.
Under this pressure the course was limited
to three years, a time insufficient even then
and for the original purpose; but this is not
all. Since the formation of the plan the
curriculum of the schools has been en-
larged, requiring new studies to be fol-
lowed in the Normal Schools, and what
were called the "Supplementary Classes"
have been suppressed and their work
thrown almost entirely on the Normal
School. A girl of seventeen may become
a teacher if she passes the Normal School
gate. Everything therefore leads to the
worst form of cramming. Only three years
is given the girl to swallow what her
brother is given five or even six years to di-
gest; and yet it must be acquired in some
way for "examination purposes."

Our course has been too clear to allow
any suspicion that we would lower the sys-
tem of education, but we plead for more
time for the education of the girls, and
suggest modifications by which an earlier
certificate might be given for some grades
of teaching, and a return to college or Even-
ing College to fit them for the full grades.

**THE COMPTROLLER AND THE
BOARD OF EDUCATION.**

We print to-day a long opinion by Chief
Justice Davis, whose legal ability has never
been questioned, on the relations of the
College of the City of New York to the
Finance Department of the City. Practi-
cally the question was, and on that the
argument was, whether the Comptroller
and his auditor had the right—which, to
some not well-defined extent, exists as to
City Departments—to review and revise the
action of the College of the City of New
York through its proper officers, whenever
that action related to the expenditure of
money.

We commend a careful study of the
opinion, which decides that he has not,
and that his duties are as to the College
merely ministerial, to verify their papers,
to keep an account with them of their ex-
penditures and see that the city does not
pay more than it has appropriated. The
decision is important in deciding the entire
independence of the College, but the rea-
soning seems to us to go a little farther and
to lead to some curious if not useful corollaries.

It will be remembered that when the new
Board of Education was created they were
not made a Department of the City and
are not unless by very recent legislation to
this day. By a curious omission no moneys
were appropriated for their support. As
soon as this was discovered they proposed
to send to Albany to have the omission
corrected, but were lulled to repose by the
assurance of the Comptroller that the law
as it stood was "sufficient to furnish the
Board of Education in future what funds
may be needed for its operations," and that
no further legislation was needed. Where
he found that authority is doubtful, but
the Board accepted the assurance. Two
weeks later—four weeks from the time
when the Board proposed to apply to the
Legislature, and too late for any effective
application—he informed them that his
mode of furnishing moneys to the Board
would be the payment of their bills on his
own audit and approval. The Board,
bound hand and foot, could do nothing
but acquiesce, and since then more than
once in their discussions has been heard the
disgraceful argument, "you may direct this
to be done, but the Comptroller will not
pay the bills when they come in."

Now, reading over this opinion it seems
to us that the arguments which declare the
College independent had directly to the
conclusion that the dependence of the
Board of Education of the Comptroller is
unnecessary, and as it is galling is also

slavish. If the Comptroller has the right to
pay any moneys for education he is bound
to pay it as the law directs to the Board of
Education, and the section on which he
relies to hold his power over them is the
very section which Judge Davis holds, does
not apply in the sense he interprets it to the
College. It is hard to see why if he is a
merely registering officer of the expenses of
the College, he is not equally a merely
registering officer of the expenses of the
Board of Education.

Through the error of a printer we made
a mistake which calls for a double apology.
He made an extract from the Mail our
leading editorial, and we apologize to the
Mail for not crediting it. It does not ex-
press our sentiments, however ably it ex-
presses the other side, and we apologize to
our readers, who must have got confused
by it as to our standing.

We believe in giving both sides of the
question when well put, and especially in
putting the strong arguments of our op-
ponents before our readers, that their
strength or weakness may be seen. We
therefore print in another column the
opinion of Mayor Havemeyer, and an edi-
torial from the N. Y. Journal of Commerce,
which seem to us to contain all that can be
said for confining Public School teaching to
the "3 R's."

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Toral College and School News.

NEW YORK COLLEGE NOTES.—The Phreocenian Society lately elected the following officers: President, Mr. Sweezy, '74; Vice-President, Mr. Richard, '74; Recording Secretary, C. I. Henry, '76; Corresponding Secretary, Mr. Kenyon, '79; Treasurer, Mr. Olcott, '76; Librarian, Mr. Spencer, '76; Editor, Mr. Crawford, '75; Teller, Mr. Pond, '77, and Cabinet, Mr. Williams and Mr. Eastman, both of '74.

The anniversary of the above Society is set for May 8, 1874, in the Academy of Music, and the Committee of Arrangements—Mr. Fisher, '75, chairman, and Messrs. Spencer and Messier, of '75, Kenyon and J. A. Smith—are actively at work. The speakers elected were: Messrs. Sweezy, Williams, Underwood and Eastman, '74; Spencer, Messier, Larremore, Crawford and Luscomb, '75; Kenyon, '76, and an alumnus not yet determined.

The meeting of the Phreocenian and Clonian Societies, of which the programme has already been given, will take place in the Chapel, on Friday, April 10.

A joint meeting of the Clonian Society with the Euclidean of the N. Y. University will be held on the evening of April 17, in the College Chapel.

The amateur paper epidemic still rages. The latest development is the *Musquillo*—a Freshman organ.

G. H. M.

NEW YORK UNIVERSITY.—The University of the city of New York held its junior exhibition, on Thursday evening, in the Academy of Music. There was a very full attendance, and as many bouquets, floral wreaths, etc., were in requisition as if some score of prima donnas were about to make their debut. Chancellor Howard Crosby presided, and several of the Faculty of the University occupied seats on the platform. The exercises consisted, so far as the collegiate portion was concerned, entirely of orations, interspersed with musical selections, designed, doubtless, to relieve the tedium of too much eloquence. Beyond the quite laudable object of catching the applause of the audience, there was present, to the competing students, the ultimate motive of gaining the Webster prize, which was to be presented to the best orator of the occasion. Rev. Dr. Osgood and Mr. Edward F. Davis, Consul General of the Argentine Republic, acted as judges in this important matter. It may be well stated here that the want of order in the passage outside the auditorium interfered early with the oratorical efforts of the young students, but, on one-half the matter of their success being lost in most instances to the audience. This is, however, due rather to the general body of students of the University than to the visiting public. There were in all ten orations. Mr. William D. Edwards, of Jersey City, first essayed to gain the favor of the audience and the calm approval of the judges with a very vigorous oration on "Chivalry and Puritanism," in which he was altogether on the side of the latter; but when he had concluded he was so encumbered with floral tributes that one might be pardoned for supposing that the stern virtues of Puritanism were for the time in abeyance, and that we were back again into the full blazonry of that chivalry which he described, with its Queens of Love and Beauty and its fair deeds and gentle courtesies. Mr. Edwards, however, won his spurs gallantly enough, and his position in the general favor was no way disturbed by Mr. William H. Russell, Jr., of Brooklyn, who followed with an oration on "Heroism," or Mr. Joseph S. Auerbach, of this city, who tilted hard against Louis XVI., or by George S. Hendrickson, of Plainfield, N. J., who was quite profuse in discussing the Franco-Prussian war. Mr. Isaac F. Russell, Brooklyn, bade fair to illustrate the trite axiom that nothing so succeeds as success. "Success" was the title of his theme, and his delivery was characterized by earnestness of style and by good action. He was, so far, the only one of the young orators who caught the applause of the audience in the pauses of his declamation. "The Crownless Monarch," a eulogy of Oliver Cromwell, by Mr. Wheelock R. Parry, of Jersey City, and a discourse on "The Centennial," by Mr. Frank Rusk, of New York, passed without attracting special notice, but Mr. Joel Parker Crittenden, of Newark, N. J., threw some dash into the proceedings by a vigorous oration on "Criticism." This young gentleman drew the lines between false and true criticism, was pretty hard on critics generally, but had the grace to admit that the overthrow of fraud and corruption in the Municipal Government of this city by the vigorous and able commentary of one of the leading public journals indicated the existence of some genuine and useful criticism. His oration, however, did not convince the Judges that they were themselves incompetent critics, and so they discharged their functions by not awarding the prize to this young gentleman. The orator of "Success" seemed still to stand best for the prize, and the ninth discourse, by Mr. Richard G. Wiener, of New York, representative of the Euclidean Society, did not occasion any detriment to his chance. But the concluding address or oration, by Mr. John C. Tomlinson, of New York, representative of the Philomathean Society, turned the tide. He discoursed concerning the gallantry of "The Cid," and his clear, distinct tones and excellent declamatory peroration brought the public and the Judges alike with him. The Chancellor accordingly presented him with the prize (a handsome volume), expressing at the same time a hope his fine talents and eloquent tongue

would be always exercised in the cause of truth. The Benediction, which was then pronounced, terminated the proceedings.

THE PRIMARY PRINCIPLES.—The following questions are to be discussed at the next meeting of the Primary Principals' Association, at Grammar School No. 40, April 20, at 4 P. M.

SPELLING.

What is the principal use of teaching spelling?

What method will secure the end sought? Should more attention be given to spelling than to reading?

Of what use is Phonetics in teaching spelling?

Of what use is a spelling-book? Does oral repetition aid the pupil in learning to spell?

Should oral repetition be employed as the principal means for teaching spelling?

VI. Grade—"Familiar Words." Should the selection of these be left with the young teacher?

Should the conversation be chiefly limited to that which the children already know about these words?

V. Grade—"Words from the reading lesson; also other familiar words!"

What plan is best for teaching these words?—Always to study from the reader? Always to study from the black-board? Or both of these combined?

Should printing words on slates by the pupils be used for teaching spelling?

How shall we secure a clear pronunciation of the word? A clear utterance of each letter? A pause between the syllables? The second pronunciation of the word?

What is the object of syllabication? How secure correct syllabication?

III. Grade—"Also writing short words from dictation."

What expeditious methods for correcting this exercise?

The officers of the Association are: C. C. Wray, President; A. N. Beale, Vice-President; K. P. Brown, Treasurer; S. A. Jarvis, Secretary; J. A. Bell, Corresponding Secretary; S. F. Bucklew, Chairman Executive Committee.

NEW SCHOOL HOUSE.—Proposals for erecting a new school house on the south side of 128th street, between Sixth and Seventh avenues, will be received at the Board of Education until April 14th.

A. BUSINESS firm in this city, to which a bill had been owing for some time, finally sent a sharp dunning note to the debtor, and received in reply a postal card containing the following: "Matthew, 18:26." To this they responded: "Romans, 13:8; St. Luke, 19:60." The result was the prompt return of a check in payment of the amount.

—*Newark Advertiser.*

GENERAL INFORMATION.

—Use Uncle Sam's Cough Cure, twenty cents a bottle, for coughs, colds or any throat trouble.

—Good second-hand and misfit carpets a specialty at 113 Fulton street, corner of Dutch. Entrance in Dutch street. All sizes, good patterns. Call and save money.

—Rupture can be cured without suffering. Elastic Trusses are superseding all others. Before buying metal trusses or supporters, call or send for a descriptive circular to the ELASTIC TRUSS COMPANY, 668 Broadway, New York.

—The Jockey Club Elixir is without doubt the finest preparation yet offered to the public for the Teeth. It destroys all disagreeable odors arising from decayed or ulcerated teeth and imparts fragrance to the breath. Prepared by W. J. Stewart, Dentist, 330 W. Thirtieth street, and for sale by Druggists.

—A very delicate bloom upon the cheek is something to be admired. Those ladies who are not naturally gifted with this should use *Madame de Rosé's Antioch*, which is a harmless and elegant French preparation. Avoid liquid compounds. Sold by Druggists. Price, 50 cents. Miller Bros., 113 Maiden Lane, N. Y.

—The most beautiful collection of choice flowers may be seen and had at Haupt Bros., 795 Broadway. Haupt Bros. furnished nearly all the flowers for the churches last Sunday. Who does not like flowers? and who cannot enjoy the sweet perfumes of the lily of the valley, and rose or pink? Go to Haupt Bros. and be happy.

—Bryant's Opera House has an unusually attractive programme this week, and with it the reappearance of Mr. Daniel Bryant, who has just returned from his Southern tour. The genial Mr. Simpson, the treasurer, still commands his long popularity, and few of our amusement seekers are not familiar with his face. Eugene and Unsworth are still at their old tricks. "Trovatore" burlesque is in active preparation.

—"LA FILLE DE MADAME ANGOT" has just been published by Boosey & Co., 36 East Fourteenth street. This publication contains the opera throughout, with French and English words. Mr. Boosey has also on his list of new music "La Fille de Madame Angot," arranged for the piano only, and some excellent selections from the same, comprising the waltz, lancers, quadrille, galop, polka, "Conspirators' Chorus," and many others, which are retailed for 50 cents each; piano arrangement, \$1, and the opera complete, for \$3 50. Boosey's is one of the best places in the city to get cheap and good music.

—The invention of the scroll saw has enabled the mechanic not only to turn out many times more work in the same time than with hand-saws and carving instruments; but the work is done more neatly, with greater scope for the exercise of taste and ingenuity in the production of ornamental work. Brackets and scroll work for similar articles, inlaid work, and the most intricate geometric mosaic may now be done by an unskilled hand or the juvenile amateur. The Improved Fleetwood Scroll Saw is an improvement by which work of this character may be done by a boy as well as by a practical mechanic, and it is one of the most acceptable presents that could be made to an ingenious youth. Trump Brothers, of Wilmington, Delaware, are the manufacturers. See their advertisement, on last page.

THE PARAGON GOLD QUILL PEN.—The *Scientific American* of the 17th ult. has an article highly commending this great invention of Mr. C. W. Fisher. It is indeed a great boon to those who have much writing to do, and especially to those who still use the quill pen on account of its superior flexibility, its lightness and its freedom from weariness to the hand. Very many improvements have been made in metal pens, but none, we think, can be used with the same ease as the quill. Mr. Fisher, after many years of experience and careful experiment, has perfected a process of tempering the gold used in the manufacture, and has obtained for his pens the best qualities of the quill pens, without their defects. In this we fully believe he has succeeded; and he guarantees to suit any hand, whatever may be its peculiarities. Mr. Fisher's address is at 102 Fulton street.

—We earnestly commend our readers and purchasers generally to test the exact merits of the Patent Agraffe Pianos made by the practically experienced and honest house of Sohmer & Co., whose establishment stands at the corner of Third avenue and Fourteenth street, a few doors east of the Academy of Music. The Pianos of this establishment have been before the public for a number of years, and have always given great satisfaction by their undeniable excellence of materials extraordinary strength, elegance of finish, faithfulness of workmanship, pliant and elastic touch, and, more than all, by their volume, variety, mellow sweetness, brilliancy and permanency of tone. It is in fact one of the most modest and most meritorious pianoforte establishments in New York city. The Sohmer & Co. instruments have repeatedly taken the highest premiums, and several of the best musicians in New York having used them for years, uniformly eulogize their merits. Some of these merits are exclusively their own, having originated in this house. The Sohmer Pianos have gained their high reputation all over the country through their merits alone. No glaring advertisements or bought testimonials were employed to give that reputation. The secret lies in the fact that Messrs. Sohmer & Co. have offered the best possible work that could be produced, at the most reasonable prices.

BLEEDING FROM LUNGS, CATARRH, BRONCHITIS, CONSUMPTION—A WONDERFUL CURE.—ROCHESTER, N. Y.: R. V. PIERCE, M. D., Buffalo, N. Y.: Dear Sir—I had suffered from catarrh in an aggravated form for about twelve years and for several years from bronchial trouble. Tried many doctors and things with no lasting benefit. In May, '72, becoming nearly worn out with excessive editorial labors on a paper in New York city, I was attacked with bronchitis in a severe form, suffering almost a total loss of voice. I returned home here, but had been home only two weeks when I was completely prostrated with hemorrhage from the lungs, having four severe bleeding spells within two weeks, and first three inside of nine days. In the September following, I improved sufficiently to be able to be about, though in a very feeble state. My bronchial trouble remained and the catarrh was tenfold worse than before. Every effort for relief seemed fruitless. I seemed to be losing ground daily. I continued in this feeble state, raising blood almost daily until about the first of March, '73, when I became so bad as to be entirely confined to the house. A friend suggested your remedies. But I was extremely skeptical that they would do me good, as I had lost all heart in remedies, and began to look upon medicine and doctors with disgust. However, I obtained one of your circulars, and read it carefully, from which I came to the conclusion that you understood your business, at least. I finally obtained a quantity of Dr. Sage's Catarrh Remedy, your Golden Medical Discovery and Pellets, and commenced their vigorous use according to directions. To my surprise, I soon began to improve. The Discovery and Pellets, in a short time, brought out a severe eruption, which continued for several weeks. I felt much better, my appetite improved, and I gained in strength and flesh. In three months every vestige of the catarrh was gone, the bronchitis had nearly disappeared, had no cough whatever and I had entirely ceased to raise blood; and, contrary to the expectation of some of my friends, the cure has remained permanent. I have had no more hemorrhages from the lungs, and am entirely free from catarrh, from which I had suffered so much and so long. The debt of gratitude I owe for the blessing I have received at your hands knows no bounds. I am thoroughly satisfied, from my experience, that your medicines will master the worst forms of that odious disease, catarrh, as well as throat and lung diseases. I have recommended them to very many and shall ever speak in their praise.

Gratefully yours,

WM. H. SPENCER.

P. O. Box 507, Rochester, N. Y., Jan. 13, '74.

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TREASURES OF THOUGHT.

If thou hast thrown a glorious thought
Upon life's common ways,
Should other men the gain have caught,
Fret not to lose thy praise.

Great thinker, often thou shalt find,
While folly plunders fame,
To thy rich store the crowd is blind,
Nor knows thy very name.

What matters that, if thou uncoil
The soul that God has given,
Nor in the world's mean eyes to toil,
But in the sight of Heaven?

If thou art true, yet in those links
For fame a human sigh;
To Nature go, and see how works
The handiwork of the sky.

Her own deep beauty she forgets
So full of germs and seeds,
Nor glories herself, nor sets
Her flowers above her weeds.

She hides the modest leaves between,
She loves untrodden roads;
Her richest treasure she has seen
By any eye but God's.

Accept the Lesson. Look not for
Reward: from out this chase
All selfish end, and ask no more
Than to fulfill thy place.

—Rhode Island Schoolmaster.

THE CITY PUBLIC SCHOOLS.

MAYOR HAVEMEYER'S VIEWS ON ORNAMENTAL STUDIES—HE QUOTES LATIN MOTTOES.

We take the following from the last Sunday Mercury:

On the subject of our public school system, a Mercury reporter recently had an interview with Mayor Havemeyer. He expressed himself very strongly against the entire arrangement as it is now carried on. He said: "The Board of Education spends fully double as much as it ought to. The idea of its wanting four millions of dollars this year to carry on what it does is ridiculous in the extreme. The whole trouble appears to me that the Board wants to do too much. People who don't pay anything for the education of their children ought to be very well satisfied that they should be taught how to read and write, spell and cipher. If they want their children to go far beyond the rule of three, they ought to pay for it. All a school which is supported at the public expense should do is to insure a child enough knowledge to carry it through life; that is, the rudiments of a sound education. That's all I ever got out of the public schools in my time, and I have done pretty well on it. But nowadays people want to send their children to a public school to learn Greek and Latin and French and German, and a thousand other things they ought to pay for out of their own pockets if they want their children to know. With reading, writing and the rule of three, a boy ought to be able to get on pretty well through the world. It is the same with girls. They ought not to expect to learn arts and graces for nothing. They come out of public school and know enough to walk down Broadway so as to make men look after them, and there's not a good cook in the whole lot. They get too high-toned to properly manage their domestic affairs if they get married, and it's the ruin of the family. And, besides, they get fine notions in their heads from the free education that is given them, and they won't marry a poor struggling young man who wants a helpmate. If half of them were taught to be good household servants, as they were in my time, it would be better for all of us. Who wants a wife that knows French and Greek and astronomy, but can't sew on a button or broil a steak? The fact is, our public school system is a farce and a humbug. The boys learn just enough to spoil them for being good workmen. They all want to be clerks or fancy book-keepers, or something of which we have a surplus in the population. Instead of learning a good trade they learn to appear the gentleman, and they are no good to themselves or anybody else. That is the result of our public school system, and I'm against all such nonsense. I made all my sons useful members of society by putting them to work in my factory like the other men. I don't care what misfortune may befall them, they can always earn an honest living."

We sent a reporter to the Mayor to inquire if the above report was a correct exposition of his views, and he said:

"While I have no recollection of the interview referred to, I will not deny my accord with most of the views it expresses. I have been to college and studied the higher mathematics, and Latin and Greek, and consider myself a very good scholar in both of these languages. I have since passed through almost every condition of life, both social and business, and in mathematics have never required a knowledge beyond the rule of three. In the classics, a knowledge to translate anything beyond the following I found to be unnecessary: "Pluribus unum," "Ecolatior," "Mena Conacia recti," "His murus atheniensis esto," "Nil concussit," "Nulla pollicetur culpa," "Fiducia decessus Aeterni, Sed revocare gradum—hoc opus, hic labor est."

BAKER'S PRUNING HOOK.—The Board of Education is agitated by the appearance of a radical resolution offered by Mr. Baker. He is one of those business men and taxpayers whose presence in the Board of Education is a blessing to economists and reformers. Mr. Baker, looking about him, is not long in discovering that a lot of money is wasted in teaching pinhead or ornamental branches in the Public Schools. A practical man himself, he knows that many of the studies pursued in those

schools are of no benefit whatever to the pupils; so far from being beneficial, they may be said to be detrimental, because they divide up the attention and take off the mind from studies which are essential to the average boy and girl. But whether the fancy branches taught in the Public Schools are of any service to the general student or not, they do not properly and fairly come within the scope of free instruction. All that public municipal education should be expected to do is to teach the elementary branches—the rudiments. These, well taught—and how rarely they are so in our modern, superficial schools!—are enough for all the ordinary uses of life; and if pupils are fired with a zeal to go beyond that, let them do so at their own expense. The moment that this line is passed, and the curriculum is made to include the fancy branches, there is no end to the folly and extravagance that may be sanctioned. In the Primary Schools we do not find anything particularly objectionable. They keep quite close to the old-fashioned, common-sense idea of a public school. But in the Grammar Schools we see a marked departure from the simple type. There the pupil is indoctrinated in hydrostatics, pneumatics, acoustics, pyromatics, optics, magnetism, electricity, plane geometry, chemistry, drawing with exercises in perspective, French and German. The facilities for learning German are remarkable, and ought to turn out finished German scholars. Mr. Baker makes strong objections to the German course. He thinks that a foreign language ought not to be taught at public expense in an English-speaking country. He would Americanize the schools, and get rid of the extra cost of German professors and text-books. Our preference would be to banish the pneumatics, pyromatics, acoustics and that useless stuff, before laying violent hands on the German language. A knowledge of German as of French, is useful, while no such study can be made for the other filigree branches. Passing to the Evening High School, the horizon widens and includes political science, astronomy, trigonometry, international law, Latin, English literature, anatomy and physiology, rhetoric and penmanship, navigation and the Spanish language, besides French and German. Here Mr. Baker's punning book would come in with startling effect. All the branches mentioned, and others, should be dispensed with. Not one out of a hundred pupils wants to pursue them; and those who do should have the resolution and energy to seek the higher education where it properly belongs, in academies and colleges, at their own cost. It is not right that the city should be taxed to feed the pampered maws of a few ambitious students, when, with a proper exhibition of manhood, they could fight their way into and through college, as thousands of other poor students have done before them, and learned therein invaluable lessons of courage and self-reliance. All that we have said, and much more, would apply to the Normal College but for the fact that that institution trains female teachers for the city schools. As long as superfluous, ornamental branches are taught in the schools below, the teachers themselves must be thoroughly grounded in them. The Normal College does its work well. There is no doubt of that. It has an able corps of professors, and the standards of admission and graduation are high. Admirable as it may be, it is not, however, a fair charge to the city, save on the theory that the present extravagant system in the schools is the right one. And this we deny, and would therefore raise the Normal College along with all the rest down to the point of a practical, useful, English education. If pupils want to go beyond that, they will find the way to do it easily enough, if they are in earnest. The City College (late Free Academy) deserves much sharper criticism than we have leveled against anything else. It is the least defensible of all the city extravaganzas. But it is not under the government of the Board of Education, and so we pass it here. Mr. Baker's retrenchment resolution does not meet with favor in the Board. Retrenchment never does, at the outset, in any public body. It was at first laid on the table, and afterward, for decency's sake, referred to the Committee on Course of Studies. Mr. Baker stood stick to it. A great majority of the people approve his course.—N. Y. Journal of Commerce.

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